



Self Determination

Self-Determination focuses on the skills that enable students to advocate effectively for their own needs and goals. Components that are important within self-determination are: self-knowledge, self-advocacy, empowerment, assertiveness, informed decision making, problem solving and goal setting, self-directed and self-regulated behavior (Allman, et al., 2014).

I can evaluate my strengths and weaknesses and set a personal goal/make a plan to achieve it.

How will we get there?

Know. Understand. Do. A framework to guide learning activities.

Know (K): Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places

Understand (U): Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations

Do (D): Show they understand and the application of skills/content.

Resources

- Paths to Literacy - Practicing Self Determination Skills
<https://www.pathstoliteracy.org/practicing-self-determination-skills-students-prepare-transitions/>
- APH Connect Center - What is Self Determination?
<https://aphconnectcenter.org/familyconnect/education/ecc/self-determination/>

To submit to the monthly ECC Challenge:

1. Complete activities and experiences featured in this month's ECC Challenge.
2. Complete the Google Form on the TVI Portal OR email this worksheet and a photo to OutreachECC@mdschblind.org.
3. The student and teacher will be entered into this month's raffle!

Tell us what you KUD!

October

Student name:

Teacher name:

Vocabulary

- Preferences
- Skills (soft and/or hard)
- Goal
- Plan
- Choices

K: Can the student define these words? ☐

U: Can the student explain the relationships between words? ☐

D: Can the student use these words in conversation or writing? Can the student teach or share with someone else? ☐

Materials/Objects and Additional Vocabulary

- Planner/Calendar
- Individualized Education Program (digital or paper)
- Advocate
- Feedback
- Action steps

K: Can the student define/identify what these are? ☐

U: Can the student tell you how they could use them in relation to personal improvement or achieving a goal? ☐

D: Can the student determine if these processes would be beneficial for them and explain why? ☐

Concepts/Activities: Use to teach words, objects and concepts

K: Create a list of personal strengths and weaknesses (what am I good at or can I improve?). ☐

U: Decide/order which weaknesses could impact your personal or educational performance and explain why. ☐

D: Choose one area and set a goal for improvement. ☐

Experiences: Connect words, objects, and activities to everyday experiences

- Solicit feedback from a teacher or family member on your list of strengths/weaknesses
- Develop an action plan (with steps) for how you will achieve your goal for improvement.
- Create a personal introduction (presentation/one-pager/etc.) that would help teachers/employers know/understand you better
- Evaluate your performance on your action plan and/or personal introduction